



INVESTMENT IN SCHOOLS

School Improvement Plan Template

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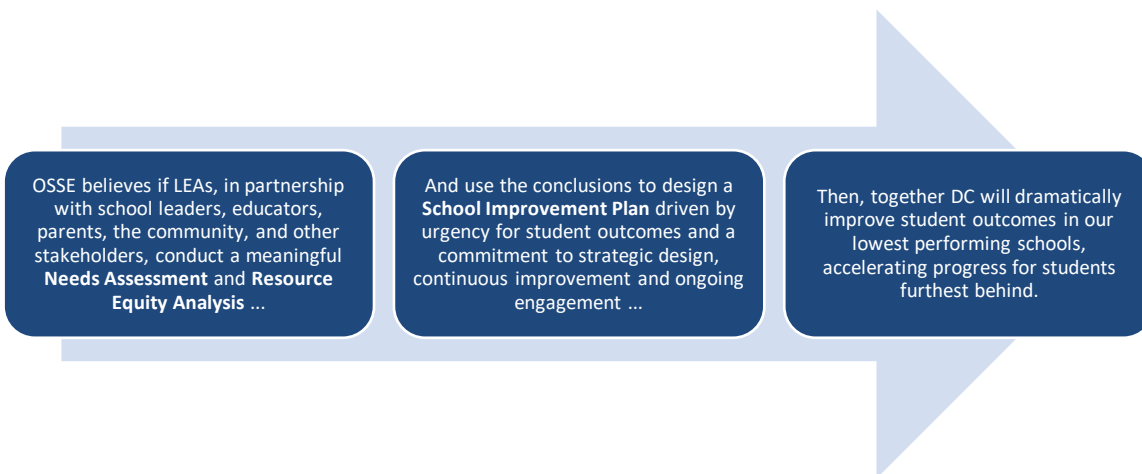
 GOVERNMENT OF THE
DISTRICT OF COLUMBIA
DC MURIEL BOWSER, MAYOR

School Improvement Plan Template

To be completed for each Comprehensive Support and Improvement (CSI) and Comprehensive Support and Improvement: Low Graduation Rate (CSI-Grad) School designated in the 2022-23 school year. The template may also be used to develop school improvement plans for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools. Local education agencies (LEAs) with TSI and ATSI schools have the discretion to either use the OSSE’s provided template or a plan format of their choosing.

Background

The Office of the State Superintendent of Education (OSSE) understands that school turnaround and improvement plans must be designed with consideration of each school’s unique context. The process of completing a needs assessment, including an analysis of the equitable distribution of resources, the development of goals aligned to identified needs and the creation of a plan to address those needs provides an opportunity for designated schools to work with stakeholders toward a vision to ensure all students have an opportunity to succeed.



Local education agencies (LEAs) with Comprehensive Support and Improvement (CSI) schools are eligible for *Investment in Schools* (1003) grant funding. The *Investment in Schools* grant provides an opportunity for each of the District of Columbia’s lowest performing schools to work with their communities to urgently improve educational outcomes for students. Every CSI school must conduct a needs assessment and develop a school improvement plan. LEAs with at least one school designated for comprehensive support and more than one school overall in the LEA must also complete a Resource Equity Analysis. (Note: Single-site LEAs do not have to perform the Resource Equity Analysis).

LEAs with schools designated in the 2020-23 school year as Comprehensive Support and Improvement: Low Graduation Rate (CSI-Grad) are not eligible for grant funding but are required to complete a needs assessment, school improvement plan and resource equity analysis (if applicable).

LEAs with Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools may use this template to assist their schools in developing a school improvement plan,

but use of this template is not required by OSSE. LEAs with schools designated as TSI and/or ATSI are required to share with OSSE their school improvement plan(s) regardless of the template chosen.

School Improvement Plan Template Overview

Framework

To provide guidance and flexibility, OSSE is naming three critical categories - **People, Instruction** and **Structures** - that school improvement plans (SIPs) will address. SIPs will explain how evidence-based strategies and interventions (*see more detail below*) in each of these areas will be put in place to make the changes needed for each school's individual context. Each SIP must start by describing overall vision and goals for the school; explaining specific strategies related to people, instruction and structures; incorporating how the school will determine whether the plan is generating its intended outcomes; and describing a process for continuous stakeholder involvement, which will include public engagement and reporting.

Scope

For newly designated schools in 2022, the SIP will span the 2022-23 and 2023-24 school years. The schools designated in 2018 developed a three-year plan. Given that 2022 designations do not include growth data, a central part of the DC Every Student Succeeds Act (ESSA) State Plan, schools will be identified again in 2024 with full accountability system metrics, after only two years. For schools designated in 2022, the data from the 2021-22 school year should be used for the baseline, and the targets and metrics related to the plan goals should be set at the end of the 2022-23 school year and the 2023-24 school year.

Transparency

SIPs should be available to the LEA, parents and the public, and the information contained in the plan must be in an understandable and uniform format, and to the extent practicable and/or required by DC law, provided in a language that the parents can understand.¹ Documents submitted to OSSE may be made available to the public via request and/or the OSSE website.

Evidence-based Interventions

In each category of the School Improvement Plan Template, schools must identify evidence-based interventions in the strategy for achieving its vision. Evidence-based interventions are practices, activities or interventions that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

¹ See <https://ohr.dc.gov/sites/default/files/dc/sites/ohr/publication/attachments/FINAL%20REGULATIONS%20-%20October%202014.pdf>.

Tier 1 – Strong Evidence

Supported by one or more well-designed and well-implemented randomized control experimental studies.

Tier 2 – Moderate Evidence

Supported by one or more well-designed and well-implemented quasi-experimental studies.

Tier 3 – Promising Evidence

Supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

Tier 4 – Demonstrates a Rationale

Practices that have a well-defined logic model or theory of action, are supported by research and have some effort underway by a state education agency (SEA), LEA, or outside research organization to determine their effectiveness.

CSI plan strategies are required to have demonstrated strong, moderate, or promising evidence (Tiers 1–3) to support them. All other programs under Titles I–IV may use Tiers 1–4.

Schools Implementing a Schoolwide Program

To reduce burden and avoid duplicative efforts, schools implementing a schoolwide program model under Title I, Part A may use this template to meet the requirement to develop and implement a schoolwide program plan. The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)) The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii))

Submission Instructions

CSI Schools

LEAs with newly designated or re-designated CSI schools must upload a completed School Improvement Plan Template for each school into the School Improvement folder in [Box.com](#) by May 31, 2023. After the plan is approved by OSSE, the LEA must upload the approved plan for each school into the Enterprise Grants Management System (EGMS) with their application by May 31, 2023.

CSI-Grad Schools

LEAs with CSI-Grad schools must upload a completed School Improvement Plan Template for each school into the School Improvement folder in [Box.com](#) by May 31, 2023.

TSI and ATSI Schools

LEAs with TSI and/or ATSI schools must upload a copy of their approved school improvement plan (in any format) into the School Improvement folder in [Box.com](#) by May 31, 2023. The plan must have been approved by the LEA prior to sharing with OSSE.

LEA Name: KIPP DC Public Charter Schools **School Name:** KIPP DC Inspire Academy

Date of Plan Implementation: July 1, 2023 - June 30, 2024

Date of Plan Update: Initial Submission May 31, 2023; Revisions Submitted August 3, 2023

School Plan Template

Overall Vision & Goals

In a narrative, explain the coherent aligned vision for your school, how you determined it and how you will know if you are moving toward that vision.

The narrative must include:

1. How this vision was informed by the process of completing a needs assessment including review of the resource equity analysis, if applicable.
2. How stakeholders were involved in determining this overall approach. Stakeholders should include at minimum, the LEA; principals; other school leaders, including Title I administrator, teachers and paraprofessionals; parents and members of the community; and as appropriate, specialized instructional support personnel, technical assistance providers, school staff, other individuals determined by the school and students.
3. If applicable, a description of how the SIP is coordinated with the school's Title I-A schoolwide program and the program's plans for other federal funds or local funds.

You will provide additional detail in the sections that follow on how this overall vision is connected to your approaches to People, Instruction and Structures. We expect that many strategies will be cross-cutting and not isolated to one of these categories to achieve the improvement goals.

KIPP DC Inspire Academy was founded in 2021-22 under the four foundational principles, in keeping with KIPP DC's mission and vision:

- *KIPP DC Inspire Academy boldly empowers our already brilliant students with the tools needed to be societal game-changers, problem-solvers and successful leaders in a global society.*
- *Culturally responsive and affirming learning experiences engage and foster enjoyment for all learners and allow our students to thrive academically, social-emotionally and creatively.*

- *Laughter and joy fill our classrooms and hallways as we celebrate one another's achievements and victories big and small.*
- *We advocate for ourselves and others and push one another to pursue excellence every day.*

Our vision is a living vision, and anchors the decisions we make, our operating norms, how we approach our work with students and families, and each other.

This vision is never more important as we plan for the upcoming school year, and is anchored in the hopes and desires of our most important school community stakeholders, our students, parents and our teachers and staff. Additional stakeholders include regional technical staff and academic team members. This plan was informed by a comprehensive look at our school's academic performance data, attendance, staff and student survey results, and other important quantitative and qualitative information. We held several engagement sessions with our stakeholders- parents and caregivers, staff, leadership team, and students.

The academic and finance team worked to conduct a resource equity analysis comparing per pupil funding at Inspire Academy to the other schools within the KIPP DC network, through this analysis we see that Inspire's per pupil funding is the highest in the network, because of this our interventions are focused on evidence-based practices in professional development. Our improvement plan will be the spine of our school's instructional plan- our key decisions and activities will stem from this vision and plan. Our engagement strategy will stem from this vision and this plan.

Our vision for this school year and our improvement plan is very much anchored in our overall vision and mission. Our vision for this school year is targeted in three areas of significant focus and improvement; improvement in growth and achievement in mathematics and literacy, and improved student attendance. We are setting ambitious goals in these three areas because we strive for excellence and are aligned around our pursuit of these targets. The development of the plan is oriented from a deep dive into the data of these three areas of focus.

We view the SIP as a crucial tool for enhancing the overall educational experience and outcomes of students at Inspire Academy. To ensure its effectiveness and avoid duplication of efforts, we have coordinated this SIP with other grant and academic programs operating within Inspire, such as the Title I-A schoolwide program plan. Effective coordination ensures that all initiatives are aligned, resources are utilized efficiently, and goals are achieved synergistically.

We have done this through the following:

1. Identification of Overlapping Goals
2. Resource Allocation
3. Professional Development Alignment/Integration
4. Coordinating Monitoring and Evaluation
5. Parent and Community Involvement

By closely coordinating the SIP with other grant and academic programs operating at Inspire, we hope to streamline efforts, minimize redundancies, and maximize the positive impact on student achievement and school success.

State the Goals

Identify specific, measurable, achievable, relevant and time-bound (S.M.A.R.T.) goals of the SIP to achieve the vision described above. SIP goals must focus on student outcomes, not on adult actions. These should include annual targets tied to specific accountability framework metrics as well as other leading indicators (inputs and/or outputs).

In the table below, list your school's goals and the metrics:

Goal 1:		32% of KIPP DC Inspire Academy's 3rd & 4th graders will be at Proficiency (Level 4+) as measured by the PARCC Math Assessment in 2024.			
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
PARCC Math	PARCC Proficiency	PARCC Math	16% (3rd grade)	25%	32%
	Reduce by 50% the percentage of students in the lowest quartile year over year by cohort	NWEA Spring MAP - Math	Spring 2022 Grade 2 - 37% Grade 3 - 41%	Spring 2023 Grade 3- 29% Grade 4- 30%	Spring 2024- 18% (all students, grades 3 & 4)
	Student perception about math. (I enjoy math.)	Student Survey	n/a	70% of 3rd & 4th graders 'enjoy math	90%
	Goal 2:		28% of KIPP DC Inspire Academy's 3rd & 4th graders will be at Proficiency (Level 4) as measured by the PARCC Reading Assessment in 2024.		
Measure:	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
PARCC Reading	PARCC Proficiency	PARCC Reading	9% (3rd grade)	18%	28%
	Reduce by 50% the percentage of students in the lowest quartile year over year by cohort	NWEA Spring MAP-Reading	Spring 2022 Grade 2 - 44% Grade 3 - 47%	Spring 2023 Grade 3 - 32% Grade 4- 32%	Spring 2024- (all students, grades 3 & 4)
	Student perception (<i>I read outside of school time.</i>)	Student Survey	N/A	33% of 3rd & 4th graders	70%

Goal 3:	The KIPP DC Inspire Academy students will have an in-seat attendance rate of 93% and a chronic absenteeism rate of no more than 25% by EOY 2024 as measured by our daily attendance and chronic absenteeism data.				
Measure: In-Seat Attendance & Chronic Absenteeism	Indicator(s)	Data Source	Baseline SY21-22	Target SY22-23	Target SY23-24
	In-seat attendance	In-seat attendance	83.4%	88%	93%
	Chronic Absenteeism	Chronic Absenteeism	68%	40%	25%
	Student perception on safety & belonging (I feel safe & welcomed at my school)	Student Survey	N/A	1st- 2nd grade- 82% 3rd-4th grades- 72%	90%

Critical Categories

Note: OSSE funding and resources are designed to focus on the most effective interventions, thus the School Improvement Plan Template focuses on strategies and supports related to People, Instruction and Structures.

People

When schools are producing student outcomes that indicate low performance, adults in the building also need supports and interventions to institute change. Through attention to this area, schools will identify the strategies to raise the performance of educators that will be used to address gaps and meet the plan's goals.

In a narrative, explain: What is the school's theory of action around people? What changes do you plan for your approach to talent building – for leadership and educators – to achieve the vision outlined above, and how are they informed by your analysis of qualitative and quantitative evidence in your Needs Assessment and Resource Equity Analysis, if applicable?

The narrative must include how your school is:

- Planning to ensure it will have effective leadership over the next three years, including the principal and any other key leadership roles and how it is building a pipeline of strong leadership
- Ensuring retention of effective educators
- Developing and helping educators who need support to improve
- Selecting strong, moderate, or promising evidence-based strategies for educators
- Determining strategies based on the conclusions of the needs assessment and resource equity analysis (If applicable)

The narrative may include how your school is:

- Identifying and creating key positions to support school improvement and academic achievement

Our teachers and staff are the heartbeat of our school. Their effectiveness, confidence, and preparation is a reflection of both their commitment to their students and the profession, and a reflection of the investment we make in them.

We believe the more confidence, experience, and competence our teachers and staff have, the better equipped they will be to provide excellent instruction for students, and the stronger our student achievement and growth outcomes.

To that end, we have a robust development plan in place to support our staff, which includes but is not limited to adult learning rooted in sound and evidence-based professional development practices:

- Bi-weekly observation and action planning cycles with a school leader
- Weekly one-on-one meetings with their assigned leader
- Weekly content team meetings and/or data reflection cycles within grade level teams
- Weekly or bi-weekly staff and/or grade level meetings
- A strong standards- aligned Tier 1 and Tier 2 curriculum for core content of reading and math

- Regular and recurring professional development, including a summer intensive prior to school starting and development days across the year
- Professional development support strengthening teachers' instructional practices with students with IEPs

These systems are designed to support teachers and staff across the spectrum of novice (those who are in their residency learning to become teachers, new to their subject matter, or those struggling to deliver high quality instruction) to our more veteran staff. Additional coaching staff provided through the Investment in Schools grant will allow for more capacity and more frequent touchpoints and support to these teachers. Additionally, all leaders participate in professional development alongside our teachers. This equips us to be fully informed and lead with humility and clarity. Staff at all levels have support from both the KIPP DC Inspire leadership team and the wider KIPP DC regional support team through our regional coaches and instructional leaders, as well as our data and analytics team.

We have a strong leadership team, which includes a veteran principal with six years of principal experience. Our vice-principal was recently admitted to our Principal-in-Residence program, a two-year development program designed to support his transition to a school principalship.

Retention of our staff is of critical importance. In addition to providing a great deal of support to our staff for their development, all our staff participate in a minimum of two retention and growth conversations across the year, an opportunity for each staff member to have a one-on-one conversation with the school principal to discuss their current performance, their ambitions, and their growth. There are a variety of teacher-leadership opportunities as well, through the opportunity to be a grade level chair, lead committees, or lead enrichment or tutoring programming for students after school. Conversely, those teachers who need more support work with leaders on precise action plans and receive additional resources to support their growth.

As outlined in our Investment in Schools Grant Application

Intervention #1 Increased Professional Development + Instructional Coaching

As described in a report from the National Center for Education Evaluation, there is extensive data for how teacher professional development affects student achievement. This professional development and coaching will be focused on the following content areas and practices:

- Effective literacy practices rooted in the science of teaching reading (all teachers who teach literacy will participate in our Really Great Reading professional development and ongoing training, in addition to the Dyslexia and Reading Difficulties Awareness Training Modules)
- Effective mathematics teaching, rooted in the curriculum adoption of Eurkea2
- Strategies to proactively support and respond to student attendance
- Instructional practices designed for skillful teaching and to deepen content knowledge, namely
 - Classroom Culture & Care of Students
 - Instructional Responsiveness (responding to student performance)
 - Facilitating excellent independent practice

To this end we will be doing the following:

- Bi-weekly observation and action planning cycles with a school leader
- Weekly content team meetings and/or data reflection cycles
- Weekly staff and/or grade level meetings

- A strong standards- aligned Tier 1 and Tier 2 curriculum for core content of reading and math
- Regular and recurring professional development, including a summer intensive prior to school starting and development days across the year.
- Professional development support strengthening teachers’ instructional practices with students with IEPs

These practices are designed to support teachers in developing their content knowledge, practice pedagogical skills, analyze student data, and develop response plans. We will also be hiring staff/contracting out services to support this intervention (see below interventions for further staffing detail– School-based literacy coach (intervention 3), Director of Intervention and Data, (intervention 4).

Intervention #3 Focusing on the Science of Reading

Through our needs analysis and engagement process, we assessed that our teachers and staff want and need more frequent touchpoints with content experts than they currently receive, especially in well vetted and evidence based literacy instructional practices, the science of reading for foundational skills instruction and reading comprehension, and in data driven instruction. To provide this support, we are going to hire a school-based literacy coach.

- *If staff are included in implementing this intervention, list and describe the role(s) (e.g. Program Director, Program Manager, Dean of Students).*
 - *School-based literacy coach: Responsible for modeling lessons, coaching and providing feedback, co-analyzing student data alongside teachers, administering assessments and creating data-driven response plans. Additionally this individual will be tasked with leading professional development. The literacy coach will not have duties outside of a focus on literacy and will be wholly dedicated to the instructional support of our teachers and staff.*

Instruction

We must ensure that all our students are prepared for success in college and careers. By investing in resources aligned to school needs, building educator capacity and using evidence-based instructional strategies, we believe schools can meet this imperative.

In a narrative, explain: What is the school's theory of action around ensuring that adults are effective instructional leaders and students are receiving and demonstrating evidence of high-quality instruction? What strategies and interventions do you plan to implement and how they are related to your school's identified needs?

The narrative must include how your school is:

- Identifying capacity to ensure instructional approaches can be implemented timely and effectively
- Planning for the instructional approach to be scaled across the school for maximum impact and sustained over time
- Selecting strong, moderate, or promising [evidence-based](#) strategies
- Determining strategies based on conclusions of the needs assessment and resource equity analysis, if applicable

As shared above, our teachers will benefit from professional development- increased collaborative learning and work with strong instructional coaching leadership.

- Bi-weekly observation and action planning cycles with a school leader
- Weekly content team meetings and/or data reflection cycles
- Weekly staff and/or grade level meetings
- A strong standards- aligned Tier 1 and Tier 2 curriculum for core content of reading and math
- Regular and recurring professional development, including a summer intensive prior to school starting and development days across the year
- Professional development support strengthening teachers' instructional practices with students with IEPs

These practices are designed to support teachers in developing their content knowledge, practice pedagogical skills, analyze student data, and develop response plans. Investments in literacy/reading professional development will have a significant impact on instructional practices, teaching quality, and ultimately, student outcomes. We believe that our investments in math and literacy professional development will enhance teacher practice; we have built/are building modules that emphasize key takeaways and classroom look-fors.

Our adopted core curriculum in mathematics (Eureka2) has been vetted as an evidence-based curriculum by Ed Reports. Regional staff will support the implementation and professional development so that teachers are equipped to teach this curriculum as well as the intervention cycles with fidelity. We are also looking to enhance our regional coaching team's support with the support of a math consultant who can lead specialized professional development in data-based intervention practices.

Through our needs analysis and engagement process, we assessed that our teachers and staff want and need more frequent touchpoints with content experts than they currently receive, especially in well vetted and evidence based literacy instructional practices, the science of reading for foundational skills instruction and reading comprehension, and in data driven instruction. To provide this support, we are going to hire a school-based literacy coach, whose role it will be to model lessons, coach and provide feedback, co-analyze student data alongside teachers, administer assessments and create data-driven response plans, and lead professional development. The literacy coach will not have duties outside of a focus on literacy, and will be wholly dedicated to the instructional support of our teachers and staff.

We also determined that an area of impact would be to support academic and attendance intervention, using evidence-based interventions such as those showing highest impact according to the Attendance Works research. The creation of a Director of Intervention and Data would enable this person to support the development of Tier 2 and Tier 3 academic intervention systems, create intervention instructional plans with and for our teachers to be used during class and out-of-school during tutoring programming. The person in this role would develop and be responsible for frequent communication with parents and caregivers about student performance, and lead engagement experiences for students on methods families can use to support learning at home. Lastly, the person in this role will be responsible for leading attendance intervention efforts, and maintaining the strong systems for strong attendance.

As outlined in our Investment in Schools Grant Application

Intervention #2 Adoption of Eureka2 math curriculum

During our needs assessment and school improvement planning process we uncovered that teachers need more support and development in their math instructional and pedagogical skills. We are adopting Eureka2 , as our new math curriculum and launching this in August 2023. In order to gauge progress in implementation and the impact of the curriculum, Inspire Academy will participate in our regional implementation plan which will include several professional development sessions across the early implementation phase (September 1, October 20). Inspire Academy will also participate in all progress monitoring measures including but not limited to, classroom walkthroughs, assessment cycles, teacher feedback, and student work review. Eureka2 has been vetted as an evidence-based curriculum. Regional staff will support the implementation and professional development so that teachers are equipped to teach this curriculum as well as the intervention cycles with fidelity. We are also looking to enhance our regional coaching team’s support with the support of a math consultant who can lead specialized professional development in data-based intervention practices.

- *If staff are included in implementing this intervention, list and describe the role(s) (e.g. Program Director, Program Manager, Dean of Students).*
 - *NA (contracted services)*

These investments in enhanced additional support can be sustained through our enrollment growth plan for Inspire Academy. As the school grows in enrollment, it will also grow its staffing model. We can determine at that point how these staff can be incorporated into our model using existing per pupil funding.

Structures

Improving our lowest performing schools requires dramatic change. By investing in bold commitments to empower decision-making, structural configuration and management, we believe schools can accelerate improvement.

In a narrative, explain: What is the school's theory of action around structures and how will it reinforce and facilitate the work you are doing around People and Instruction? What supports and interventions do you plan to implement and how are they related to your school's identified needs?

The narrative must include how your school is:

- Selecting strong, moderate, or promising [evidence-based](#) strategies
- Determining strategies based on themes from the needs assessment and resource equity analysis, if applicable, to meet projected short- and long-term goals

Our theory of action is centered on a few key ideas:

1. We must invest in our people (see above for detail on professional development, support)
2. We will teach toward excellence, using a strong core curriculum and sound intervention
3. Time is a vital resource and we must use it well
4. Partnership and engagement with our families is essential
5. Our students must be known well, loved, and cherished as learners and growing human beings

To this end, we will ensure the following systems are in place to support development of our staff:

- Bi-weekly observation and action planning cycles with a school leader
- Weekly content team meetings and/or data reflection cycles
- Weekly staff and/or grade level meetings
- A strong standards - aligned Tier 1 and Tier 2 curriculum for core content of reading and math
- Regular and recurring professional development, including a summer intensive prior to school starting and development days across the year

We will ensure our students have more time in reading and math instruction (our students will also be strongly encouraged to participate in our extended day program, which will focus on reading and mathematics intervention), with time also allocated to science and social studies, PE and enrichment. We will protect instructional time from disruptions to the learning environment through a strong PBIS system emphasizing positive, proactive measures designed to minimize learning loss and boost engagement.

In addition to the systems mentioned in the preceding questions, we will also undertake whole-school data reviews every 6-8 weeks, in conjunction with our assessment data cycles. We will engage our families and caregivers on a similar cycle, through parent-teacher conferences and evening engagements.

Intervention #4- Attendance + Instructional Interventions (Tier 2+3)

Hiring a Director of Intervention and Data to support the development of Tier 2 and Tier 3 academic intervention systems, and leading attendance intervention efforts, as outlined by [Attendance Works](#).

- *Strategies outlined by Attendance Works include.*

- *Positive Engagement which is the use of caring relationships with students and families, effective messaging and a positive school climate to motivate showing up to school every day.*
- *Actionable Data which means that educators and School Leaders, have access in a timely manner to chronic absence and attendance data that helps them take action.*
 - *Attendance data will be disseminated and reviewed regularly with teachers and school leadership*
- *Utilizing a multi-tiered system of supports: (i.e., education, health, housing, transportation)*
 - *Which means stronger partnerships with families to promote a culture of attendance; and address barriers to getting to school.*
- *If staff are included in implementing this intervention, list and describe the role(s) (e.g. Program Director, Program Manager, Dean of Students).*
 - *Director of Intervention and Data. This individual would be responsible for: supporting the development of Tier 2 and Tier 3 academic intervention systems, creating intervention instructional plans with and for our teachers to be used during class and out-of-school during tutoring programming. The person in this role would also develop and be responsible for frequent communication with parents and caregivers about student performance, and lead engagement experiences for students on methods families can use to support learning at home. Lastly, the person in this role will be responsible for leading attendance intervention efforts, as aligned to Attendance Works and maintaining the strong systems for strong attendance.*

Continuous Improvement

In a narrative, explain the routines for how the school will determine whether the SIP is having its intended outcomes, including self-monitoring and continuous stakeholder engagement.

The narrative must include how your school is:

- Establishing or continuing internal routines
- Establishing or continuing routines with stakeholders
- Making the SIP available to the LEA, parents and the public in a form that is understandable and uniform, to the extent practicable and/or required by DC law, provided in a language that the parents can understand
- Conducting an annual process of reviewing, sharing progress publicly, and as necessary, revising its SIP
- Structuring for sustainability, including how the school will coordinate and integrate the activities outlined in this plan with other federal, state and local services, resources and programs (e.g., other federal grant programs, health and nutrition programs, culture/climate programs, career and technical education programs)

We will, at a minimum, engage in regular check-points with our stakeholder groups, namely our teaching staff, parents and caregivers, students, and our leadership team.

- We will monitor attendance data on a weekly basis, with monthly attendance data review sessions aligned to check-ups on our systems and structures for attendance intervention. At those data review sessions, we will celebrate progress and strategize around areas for improvement.
- After each interim assessment cycle (DIBBELs, MAP, and ANet), we will convene with the leadership team and staff, and assess our progress against our goals.
 - Checkpoints- September, November, December, February, March, May
 - We will formally share out progress on our goals to our families at least twice next year (November/December, February)
 - We will formally share out individual students' progress with their parents/caregivers at least three times next year, in October, January, and March
- We will conduct pulse checks with our students and parents/caregivers to gather data on their perceptions in key areas at least three times next year.
 - September, January, March

The School Improvement plan will be publicly posted on the KIPP DC website and the board of directors will monitor progress on goals throughout the SIP time period. Additionally, during conferences teachers will discuss student's progress with families and the overall school's goals/ progress.

Approvals

School Approval

Approver Name: Donyale Butler

Approver Title: Principal of Inspire Academy

Signature: *Donyale Butler*

LEA Approval

Approver Name: Susan Toth

Approver Title: Chief Academic Officer

Signature: *Susan Toth*

OSSE Approval

Approver Name: Danielle Branson

Approver Title: Deputy Superintendent of Academics and Schools

Signature: *Danielle Branson*